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ABSTRACT

The purpose of this project is to ensure that children enrolled in private, nonprofit schools within the geographic boundaries of the District of Columbia have equitable participation in Education Consolidation and Improvement Act (ECIA) activities as compared to those enrolled in public schools. Practices have been established to fulfill the requirements and regulations and to assist these schools in planning, implementing and evaluating their programs. These practices are to provide goods and services; to provide opportunity for participation; to exercise direction and control over funds; and to monitor the provision of services. Evaluation follows the Planning, Monitoring, and Implementing (PMI) evaluation model for decision-making developed by the Division of Quality Assurance, District of Columbia Public Schools. The evaluation design for the project, developed at the beginning of the project year, consisted of reporting intended inputs, processing and outcomes on specially designed status report forms. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for two objectives: that by June 30, 1986, the majority of private nonprofit schools shall have complied with all regulations and with their program plans, and that the ECIA administrative staff shall have established a computerized system to track data of participating private, nonprofit schools. Supporting data are included in four appendices. (WTH)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FINAL EVALUATION REPORT

for the

PRIVATE, NON-PROFIT SCHOOLS

E.C.I.A. CHAPTER 2

August 1986

EA 019 231

BEST COPY AVAILABLE

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PRIVATE, NON-PROFIT SCHOOLS

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Project Coordinator

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Title

Private, Non-Profit Schools

Project Coordinator

Doris S. Rhodes, Ph.D.

Project Location

The address of the project office is:
ECIA, Chapter 2, LEA
Presidential Building, Room 1004
415 12th Street, N.W.
Washington, D.C. 20004

Target Population

The target populations of this project are the students of private, non-profit schools within the geographic boundaries of the District of Columbia.

Background

Participation by private, non-profit schools in federally funded public school programs was encouraged under ESEA Title IV-B and IV-C which ended in 1981. Private school participation in both titles was generally through cooperation with an existing public school program. With the enactment of the Education Consolidation and Improvement Act of 1981, all private, non-profit schools were eligible to participate on an equitable basis, regarding the availability of federal funds, with children enrolled in the public schools, without being part of an existing public school program. During the 1982-83 school year, the first year of ECIA Chapter 2, 44 private, non-profit schools elected to participate in the program. During the school years 1983-84 and 1984-85, 52 schools participated. In the 1985-86 school year, 48 private, non-profit schools participated in the Chapter 2 program.

Description of the Project

The purpose of the Private, Non-Profit School project is to insure that children enrolled in such schools have equitable participation in the federally funded Education Consolidation and Improvement Act (ECIA) Chapter 2 LEA activities as compared to children enrolled in public schools. These activities would include purchase of goods, mainly computers, software and books. The four major responsibilities of the LEA in the participation in Chapter 2 programs of children enrolled in private, non-profit schools are:

(1) to assure that children enrolled in private, non-profit schools participate in the ECIA program on an equitable basis with public school students as stated in the regulations and legislation;

(2) to assure that the funds are used to support the existing programs in these private schools;

(3) to assure that the funds are used for secular, neutral and non-ideological materials and services that support the educational plans; and

(4) to assure that appropriate inventories of equipment are maintained.

Stated Objectives

A: Through schedules of annual auditing and biennial monitoring, ECIA Chapter 2 administrative staff will show by records on file on June 30, 1986 that the majority of the private, non-profit schools in the D.C. program have demonstrated compliance with all regulations and with their program plans.

B: By June 30, 1986 the ECIA Chapter 2 administrative staff will establish a computerized system to track data of participating private, non-profit schools in the areas of allocations, expenditures and evaluations, as demonstrated by computer outputs on file.

Evaluation

The evaluation follows the Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. During the 1985-86 school year, 48 private, non-profit elementary and secondary schools participated in the ECIA Chapter 2 program, a decrease of four over the number of schools participating in 1984-85.

2. All participating schools turned in school-specific program plans, 90% of the schools turned in the evaluation form and 100% of the schools complied with the agreement not to discriminate with regard to sex of student, race or national origin. This was all in compliance with the ECIA Chapter 2 regulations.

3. Eighteen of the 48 participating private, non-profit schools were monitored. The monitoring records showed that all 18 schools demonstrated 100% compliance with all ECIA Chapter 2 regulations.

4. A Sony PC was purchased. However, this hardware has not been formatted as yet to accept individual school data regarding their use of allocation funds, evaluation records or expenditures.

5. The problems concerning the tracking by the Sony PC of school allocations, expenditures and evaluations have been brought to the attention of the Director of the Division of Information Resource Management (DIRM). The Director has assured the project coordinator of DIRM's immediate assistance.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the Private, Non-Profit School project is to insure that children enrolled in such schools have equitable participation in ECIA Chapter 2 LEA activities as compared to children enrolled in public schools.

Need - The requirements for participation by private, non-profit schools in the ECIA Chapter 2 activities are described in the Federal Register of November 19, 1982, summarizing Subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (Pub. L. 97-35).

History - Private, non-profit schools were invited to participate in federally funded public school programs under ESEA Title IV-B and IV-C. The major purpose of IV-B was building libraries; while IV-C funded model and innovative programs. Private school participation in both Titles was generally through cooperation with an existing public school program. Title IV-B which consisted mainly of the acquisition of library books involved a large percentage of the private, non-profit schools. Although all public school programs funded under ESEA Title IV-C were required to encourage private school participation in their programs, the interest was relatively low. ESEA Titles IV-B and C ended in 1981. With the enactment of the Education Consolidation and Improvement Act of 1981, private, non-profit schools were eligible to participate on an equitable basis with children enrolled in the public schools, without being part of an existing public school program. During the first year of ECIA Chapter 2, the 1982-83 school year, private, non-profit schools that elected to participate in the program used most of their funding to purchase goods, mainly computers, software and books. During the 1983-84 year, 52 schools participated. Although the larger percentage of the funding still was spent on goods, services such as training workshops were requested and provided. The 1984-85 and 1985-86 school years saw the use of the money more diversified among the authorized purposes for Chapter 2.

Description of the Project

The ECIA Chapter 2 LEA has established practices to fulfill the requirements of the regulations and to assist private, non-profit schools in planning, implementing and evaluating their programs. These practices are:

- To Provide Goods and Services - The regulations state that "An LEA shall provide children enrolled in private schools in that LEA with secular, neutral and non-ideological services, materials, equipment or other benefits as will assure equitable (as compared

to children enrolled in public schools) participation of such private school children in the purposes and benefits of Chapter 2..." (Federal Register, Vol. 47, No. 224, November 19, 1982, p. 52375). It further states that the LEA exercises administrative control over equipment and supplies placed in the private schools and shall assure that they are used for Chapter 2 purposes; for secular, neutral and non-ideological purposes; and can be removed without the necessity of remodeling the private school facility. The removal may be due to the equipment or supplies no longer being needed for Chapter 2 purposes or because they are being used for other than Chapter 2 purposes.

- o To Provide Opportunity for Participation - The regulations state that "The LEA shall provide the opportunity to participate in a manner that is consistent with the number and needs of private school children in the school district of the LEA" (ibid). This involves determining the needs of the children enrolled in private schools, the number of children who will participate and the services that the LEA will provide. The services must supplement and not supplant services otherwise available to the children.

- o To Exercise Direction and Control Over Funds - As stated in the regulations, "The LEA shall exercise administrative direction and control over Chapter 2 funds and property that benefit children enrolled in private schools" (ibid). Expenditures must be equivalent to those for public school students in Chapter 2 programs. The regulations further state that the funds are to meet the needs of the private school children but should not be used to aid the school itself.

- o To Monitor the Provision of Services - The regulations state that services must be provided either by employees of a public agency or by contract with a provider who is independent of the private school and of any religious affiliation and that the employment or contract must be under the control of the public agency.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendices. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

EVALUATION RESULTS

Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes, presented in the PMI reporting format, on which this summary is based. Supporting data and other information are in the appendices.

Objective A: Through schedules of annual auditing and biennial monitoring, ECIA Chapter 2 administrative staff will show by records on file on June 30, 1986 that the majority of the private, non-profit schools in the D.C. program have demonstrated compliance with all regulations and with their program plans.

All observed inputs were in agreement with the intended items. The personnel inputs included the Assistant LEA Director for ECIA Chapter 2 whose responsibilities were coordinating and administrating the program for private, non-profit schools; the LEA Director for ECIA Chapter 2 whose responsibilities were the overall management for all programs funded under Chapter 2; clerical assistance; private school principals or directors; teachers and students. Other inputs included adequate office space, clerical reproduction facilities, office equipment and supplies, and required printed forms (program plans, requisitions, compliance checklists and monitoring forms.)

All processes were observed to be in agreement with their corresponding intended processes. The program plans, progress reports, requisition forms and inventories of materials were requested of the schools and were submitted to the project coordinator. Compliance checklists and monitoring forms were updated and administered by the project coordinator. As a part of the monitoring process, the project coordinator visted 18 out of the 48 participating schools, observing project activities, interviewing relevant staff and examining project materials. And as a final activity, the project coordinator made both general and school-specific recommendations regarding program implementation and use of materials.

Both outcomes (analyses of checklist data and analyses of monitoring data) showed agreement between the intended and observed. The analyses of data from the checklists, which included a receipt of a program plan, an evaluation form and a Compliance Assurances document, (an agreement against discrimination), demonstrated that all participating schools had 100% compliance with the school-specific program plan and the Compliance Assurance document. Ninety percent of the private schools turned in a completed evaluation form. The analyses of data from the monitoring form showed, for the 18 schools being monitored, 100% compliance with all ECIA Chapter 2 regulations. With all of the observed outcomes agreeing with the intended ones for Objective A, the compliance of a majority of schools to all ECIA Chapter 2 regulations, including their own individual program plans, has been satisfied.

Objective B: By June 30, 1986 the ECIA Chapter 2 administrative staff will establish a computerized system to track data of participating private, non-profit schools in the areas of allocations, expenditures and evaluations, as demonstrated by computer outputs on file.

With the exception of the input of "computer information cards from old files" all inputs for Objective B showed agreement between the observed and the intended.

Only two of the five defined processes had agreement between the intended and the observed. A Sony PC was purchased as an automated hardware package and the MAPPER software package was studied to see if it would lend itself to the Sony PC and the tracking of school data. The MAPPER was not appropriate for the study given the limitation of the available hardware. This problem halted the agreement between the intended and observed for the remaining three processes--the transference of school data from cards to diskettes, the maintenance and updating of records regarding the school's use of allocated funds and the development of a system to keep school evaluation records.

The one outcome, the tracking of each school's allocations, expenditures and evaluations, did not occur. This was partly due to the mismatch of the software package to the hardware and partly to computer problems with the Sony PC's modem. With so many discrepancies between the intended and observed inputs, processes and outcomes, the establishment of a working, computerized system to track allocations, expenditures and evaluation data has not been satisfied.

Conclusion

The project goal was to insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools. This evaluation has shown that the majority of the participating private, non-profit schools have demonstrated 100% compliance with all regulations and with their program plans. The evaluation also showed that a central computerized system tracking and recording selective data from the participating schools has not as yet been realized.

Decision

This evaluation report will be forwarded to the Project Coordinator, the LEA Chapter 2 Director, the Superintendent and the School Board to assist them in their decision-making regarding this project.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools

Objective A: Through schedules of annual auditing and biennial monitoring, ECIA Chapter 2 administrative staff will show by records on file on June 30, 1986 that the majority of the private, non-profit schools in the D.C. program have demonstrated compliance with all regulations and with their program plans.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project coordinator (Assistant LEA Director for ECIA, Chapter 2)	Agreement	The Assistant LEA Director for ECIA Chapter 2 had the responsibility of coordinating and administering the programs for private, non-profit schools.
b. Project manager (LEA Director for ECIA, Chapter 2)	Agreement	b. The LEA Director for ECIA Chapter 2 was responsible for the overall management of this project funded under Chapter 2.
c. Clerical assistance	Agreement	c. Clerical assistance was adequately provided by the LEA Chapter 2 secretary.
d. Private school principals or directors	Agreement	d. Private school principals have been identified on letters, requests and record cards examined by the evaluation manager. (See Appendix B for a listing of the 48 participating schools.)
e. Private school participants	Agreement	e. Private school teacher/participants have been identified on forms examined by the evaluation manager and some have been observed in person at workshops. Private school students have been identified by their teachers, with the number of students at each school recorded on card files.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
f. Adequate office space	Agreement	f. The project coordinator verified that the office space was adequate.
g. Adequate clerical reproduction facilities	Agreement	g. The project coordinator verified that clerical reproduction facilities were adequate for the present but as the program continues there may be a need for increased use of facilities.
h. Adequate office equipment, i.e., file cabinet	Agreement	h. Office equipment was observed by the project coordinator as being adequate.
i. Adequate office supplies and materials	Agreement	i. Office supplies and materials were verified by project personnel as being adequate.
j. Required printed forms (program plans and requisitions)	Agreement	j. There was an adequate supply of the program plans and the requisition forms.
k. Compliance checklists	Agreement	k. The project coordinator has completed the compliance checklists.
l. Monitoring forms	Agreement	l. A monitoring form was designed by the project coordinator.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will notify participating private, non-profit schools that a program plan should be submitted to the project coordinator.	Agreement	1.1 The participating private, non-profit schools were notified in writing to submit their program plans to the project coordinator. This correspondence was examined by the evaluation manager.
1.2 The project coordinator will notify participating private, non-profit schools in October 1985 that a progress report would be collected in May 1986.	Agreement	1.2 As verified by the project coordinator, each participating private, non-profit school was notified in writing that a progress report was to be collected in May 1986.
1.3 The project coordinator, with technical assistance from the Division of Quality Assurance (DQA), will update the compliance checklist.	Agreement	1.3 The compliance checklist was updated by the project coordinator. The checklist shows receipt of a school program plan, an evaluation form and a Compliance Assurances document from each participating school. The checklists are on file in the project coordinator's office.
1.4 Based on the program plan, the project coordinator will determine:		
a. The acceptability of the program based on authorized requirements (assurances of non-discrimination, etc.)	Agreement	1.4a Based on established requirements, the project coordinator judged as acceptable each participating school's program plan.
b. The per pupil allocation based on the average expenditure for students in the DCPS.	Agreement	1.4b The project coordinator calculated the per pupil allocation for each participating school based on the average expenditure for DCPS students.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.5 The project coordinator will send the appropriate requisition forms to principals or directors of participating schools.	Agreement	1.5 The project coordinator sent the appropriate requisition forms to principals or directors of participating schools.
1.6 The project coordinator will collect the requisition forms and begin the process of obtaining the necessary services and materials.	Agreement	1.6 The project coordinator verified that the requisition forms were collected and the process of obtaining necessary services and materials was completed.
1.7 The project coordinator will collect inventories citing receipt of materials and services from schools.	Agreement	1.7 All inventories were collected by June 30, 1986 and are on file in the project coordinator's office.
1.8 The project coordinator will complete compliance checklists based on data submitted by the schools.	Agreement	1.8 The compliance checklists have been completed and are on file in the project coordinator's office.
2.1 The project coordinator will notify participating schools that a site visit will be a part of the monitoring procedures.	Agreement	2.1 All participating schools to be monitored were notified that a site visit would be a part of the monitoring process. This correspondence was shown to the evaluation manager.
2.2 The project coordinator, with technical assistance from DQA, will update the monitoring form.	Agreement	2.2 The monitoring form has been updated. (See Appendix C.)
2.3 The project coordinator will schedule appointments for site visits.	Agreement	2.3 Site visits to selected participating schools were scheduled. A few site visits, as a part of the monitoring process, were done in January 1986. The remaining visits were done between late February and May 1986.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.4 The project coordinator will make site visits and a. observe activities b. interview relevant staff c. examine materials.	Agreement	2.4 The project coordinator verified that she made the scheduled site visits observing project activities, interviewing relevant staff and examining project materials.
2.5 The project coordinator will complete monitoring forms based on observations made during the site visit.	Agreement	2.5 The project coordinator has completed all of the monitoring forms. They are on file in the project coordinator's office.
2.6 The project coordinator will make recommendations regarding program implementation and use of materials.	Agreement	2.6 The project coordinator has made her recommendations. An example of such a recommendation involving program materials was, that for clarity, all program materials should be labeled as "ECIA Chapter 2, LEA, DCPS".

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of data on checklists, submitted to the Division of Quality Assurance by the assistant for private, non-profit schools by June 30, 1986, will show that the majority of the participating schools have demonstrated 100% compliance with all ECIA Chapter 2 regulations, including submission of their own individual program plans.	Agreement	1. The checklist data showed that the majority of the private, non-profit schools demonstrated compliance with all ECIA Chapter 2 regulations. o 100% of the schools submitted a school specific program plan, which included their own objectives and activities for the 1985-86 school year. o All participating schools demonstrated 100% compliance with the Compliance Assurances specified in the ECIA Chapter 2 regulations. This is an agreement not to discriminate with regard to sex, race or national origin. o 90% of the schools turned in an evaluation form. (See Appendix D for copy of the program plan and evaluation form.)
2. Analysis of data on monitoring forms, submitted to the Division of Quality Assurance by the assistant for private, non-profit schools by June 30, 1986, will show that the majority of the participating schools monitored have demonstrated 100% compliance with all ECIA Chapter 2 regulations, including their own individual program plans.	Agreement	2. Eighteen of the 48 participating private, non-profit schools were scheduled to be monitored. Of these selected schools, all demonstrated 100% compliance with all ECIA Chapter 2 regulations, which included monitoring of their school-specific program plan.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools.

Objective B: By June 30, 1986 the ECIA Chapter 2 administrative staff will establish a computerized system to track data of participating private, non-profit schools in the areas of allocations, expenditures and evaluations, as demonstrated by computer outputs on file.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a through c are the same as those for Objective A.		
d. MAPPER trainer	Agreement	d. There are consultants available to assist in MAPPER utilization.
e. Requisition forms and purchase orders for computer software and hardware	Agreement	e. The requisition forms and purchase orders have been prepared as new computer software and hardware are needed.
f. Completed information cards from old files	Discrepancy	f. This has not been started.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will order the project computer and software.	Agreement	1.1 A Sony PC has been purchased with the Sony Series 35 Word Processing Package.
1.2 The project coordinator will arrange for training in computer operation (MAPPER).	Agreement	1.2 After arrangements were made for instruction on MAPPER, it was determined by MAPPER consultant and evaluation manager that MAPPER was not appropriate for this design.
1.3 The project coordinator will transfer pertinent school information from cards to diskettes. Data on participating schools will include: a. demographic information b. amount of allocation c. school estimated charges d. DCPS Division of Finance estimated charges	Discrepancy	1.3 There has been no transference of school data from cards to diskettes.
1.4 The project coordinator will maintain and update records on participating schools' use of allocated funds.	Discrepancy	1.4 There is at present no formal computerized method designed to maintain and update records on participating schools' use of allocated funds.
1.5 The project coordinator will keep other evaluation records on the computer including: a. date project plan was submitted b. site visit dates c. progress plan evaluation	Discrepancy	1.5 No specific system has yet been developed to keep evaluation records on the computer.

† Processes numbered to correspond with outcomes

14

OBJECTIVE B

PART III

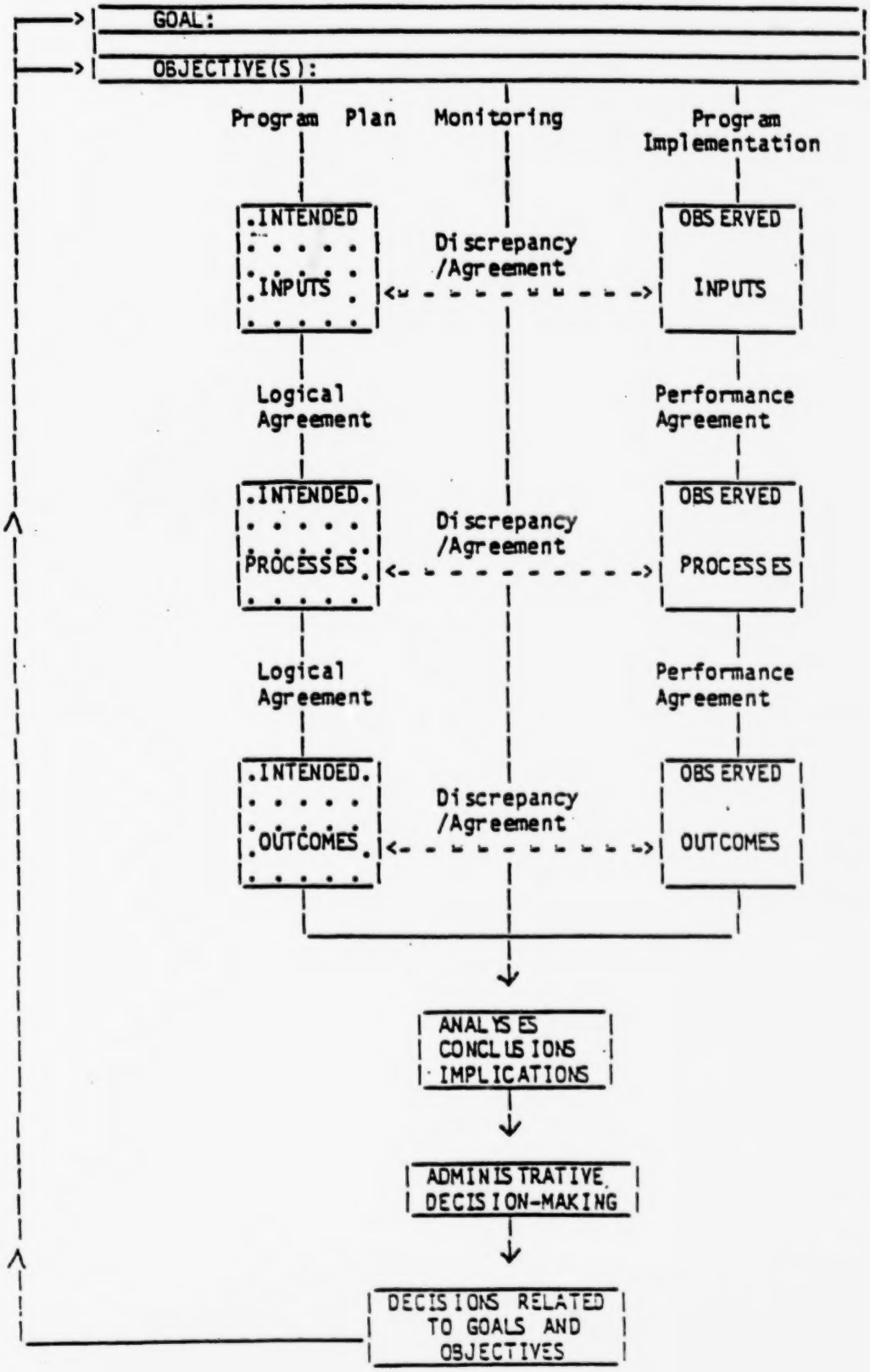
OUTCOMES

INTENDED	STATUS	OBSERVED
1. Examination by Division of Quality Assurance evaluators of computer outputs submitted by the assistant for private, non-profit schools by June 30, 1986 will show that project data are being tracked by computer in the following areas: a. Allocations b. Expenditures c. Evaluations	Discrepancy	1. The discrepancies evident throughout the analyses of outcomes of this objective (Objective B) have occurred because of computer problems on the Sony PC. One specific problem is that the modem has not been correctly installed. The project coordinator had a conference (7/17/86) with the Director of the Division of Information Resource Management and he has assured her that the problem will be remedied within 30 days.

APPENDIX A

Evaluation Model Schema

EVALUATION MODEL SCHEMA



APPENDIX B

The Participating Private, Non-Profit Schools

ECIA, Chapter 2, LEA

Private, Non-Profit Schools

Catholic Schools

Elementary

Annunciation School
Assumption School
Blessed Sacrament School
Holy Comforter School
Holy Name School
Holy Redeemer School
Holy Trinity Grade School
Immaculata Dunblane School
Immaculate Conception School
Nativity School
Our Lady of Perpetual Help School (Primary)
Our Lady of Perpetual Help School (Intermediate)
Our Lady Queen of Peace School
Our Lady of Victory School
Sacred Heart School
St. Ann's School
St. Anthony's School
St. Augustine School
St. Benedict the Moor School
St. Francis de Sales School
St. Francis Xavier School
St. Gabriel's School
St. John's College Middle School
St. Martin's School
St. Peter's Inter-Parish School
St. Thomas Apostle School
St. Thomas More School
Kennedy Institute
St. Joseph's Center
St. Gertrude's School

Secondary

Academy of Notre Dame
All Saints High School
Archbishop Carroll High School
Georgetown Visitation School
Gonzaga College High School
Holy Spirit High School
Immaculata Preparatory School
Mackin High School
St. Anselm's Abbey School
St. John's College High School

Independent Schools

Elementary

Capitol Hill Day School
Capitol Hill Montessori School
For Sisters and For Brothers
Hospital for Sick Children

Secondary

The Edmund Burke School
St. Patricks Episcopal Day School
Washington International School

Ungraded

National Children's Center

APPENDIX C

The Monitoring Report for the
Private, Non-Profit Schools

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

LOCAL EDUCATION AGENCY
CHAPTER 2

MONITORING REPORT
for
PRIVATE, NONPROFIT SCHOOLS

Program Title: _____

Program Coordinator: _____

SUBCHAPTER A - BASIC SKILLS ☐

SUBCHAPTER B - EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES ☐

SUBCHAPTER C - SPECIAL PROJECTS ☐

Person(s) interviewed:

NAME	TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

☐ Self Monitoring

Date: _____

☐ LEA site monitoring

Date: _____

I. Program Review

A. Program Summary

B. Objectives

C. Population

D. Program Site(s)

E. Funding Level FY 1985 (1985-86) $_____

F. Program Operation (Summary)

II. Program Responsibilities

Answer the following questions:

A. Are the objectives of the program being met? (Explain)

B. There is an inventory of all equipment and materials on file at the site?

	Yes	No
Inventory for 1983	_____	_____
Inventory for 1984	_____	_____
Inventory for 1985	_____	_____

C. Are equipment logs being maintained for all equipment?

Yes _____
No _____ Explain:

D. All Chapter 2 materials and equipment are marked: ECIA, Chapter 2, LEA or D.C. Public Schools.

Yes _____
No _____ Explain:

E. Program evaluations are available:

	Yes	No
1984	_____	_____
1985	_____	_____

If "No", explain:

F. Indicate how Chapter 2 supports this program:

III. Monitoring Summary and Recommendations

Monitors: _____

_____

_____

Date of Reports: _____

APPENDIX D

The Program Plan and Evaluation Form

ECIA, CHAPTER 2 LEA PROGRAMS OF
PRIVATE, NON-PROFIT SCHOOLS

PROGRAM PLAN FOR SY 1986-87

Title of Program:

ECIA Subchapter:

Program Manager:
Program Coordinator:

1. Program Summary:

Prepare a brief summary of the program. State how the program supports, strengthens, or augments the regular program. Please include any program modifications.

2. Purpose:

State the purpose of the program.

3. Project Work Plan:

The work plan should include completed program plan and program calendar (see attached).

4. Target Population:

Describe the target population

5. Daily Operation:

Describe how the program will operate on a daily basis.

6. Budget and Plan for Expenditure of Funds:

Prepare a budget proposal specifying costs for each category. Attach a justification statement for each expenditure. Submit a total budget for the entire program.

PROGRAM PLAN

Objectives	Activities (Processes) To Achieve Each Objective	Anticipated Outcomes (With Evaluation Criteria)

PROGRAM CALENDAR

Activities to Achieve Objectives	Specify the Number of the Objective(s) Supported	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June

ECIA Chapter 2 Evaluation of
Private, Non-Profit Schools

Instructions for Completion of Evaluation Questionnaire:

ECIA Chapter 2 requires program evaluation for continued funding. To meet this requirement for the private, non-profit schools in the District of Columbia, the ECIA Chapter 2 Evaluation Unit of the DCPS has prepared a questionnaire to collect information on selected components of the program objectives and outcomes. The questionnaire is similar to the one used last year.

Attached are an explanation of questionnaire items, a page for your objectives and the questionnaire, itself. The information to be submitted concerns the present school year, 1985-86.

If you have questions concerning the procedure please contact Dr. Doris Rhodes, Assistant LEA Director for ECIA, Chapter 2 at 724-4234. If you have questions on evaluation, you may call Dr. Marcia McBeath, Director, ECIA Chapter 2 Evaluation Unit, Division of Quality Assurance at 724-4249.

ECIA CHAPTER 2 EFFECTIVENESS QUESTIONNAIRE

Explanation of Questionnaire Items

INSTRUMENTS

Item one on the questionnaire asks which instruments were used to measure effectiveness. If baseline data or pretest measures are to be used, they should be collected as early in the school year as possible.

If data are to be collected throughout the school year, a system should be established for such collection, with appropriate monitoring to insure adequacy.

If instruments such as questionnaires are to be developed for use at the end of the year, initial drafts should be written as soon as possible, with time for feedback from others who have had experience in devising questionnaires.

If observation check-lists are to be used, schedules and training (if necessary) should be established early.

RECIPIENTS OF BENEFITS

The effectiveness of a program depends on the degree to which the intended outcomes occur. In schools, the ultimate recipient is generally the student though others may benefit as well.

EFFECTS MEASURED

Positive effects are generally measured by increased or improved achievement, interest, attitude, participation, use of equipment or supplies. Sometimes positive effects may be measured by decreasing the baseline data such as with truancy, vandalism, required repairs of equipment.

LENGTH OF PROGRAM

Although program plans are written for a year, problems such as materials not arriving in time or staff changes can affect the length of time the program actually was going on, especially during its first year. The outcomes can be affected if insufficient time were available to test the objectives.

OUTCOMES

If the objectives were not reached, they should be examined so that changes can be made in either the program, the objectives or the ways of measuring the objectives.

COMMENTS

Frequently benefits other than those stated in the objectives or forseen by the program director, occur during the course of the year. It is helpful to have these documented by stating them in the COMMENTS section.

ECIA Chapter 2 Effectiveness Questionnaire for
Participating Private, Non-Profit Schools
in the District of Columbia

NAME OF SCHOOL _____ NAME OF RESPONDENT _____ DATE _____

ECIA Chapter 2 Program Effectiveness Questionnaire
for Private Non-Profit Schools

Objective 1. _____

Objective 2. _____

Objective 3. _____

Objective 4. _____

Objective 5. _____

On all questions below, please respond for each of your objectives. See accompanying guidelines for descriptive information.

1. What instruments did you use to measure the effectiveness of your program? (Please check all that apply.)

	OBJECTIVES				
	1	2	3	4	5
a. questionnaires					
b. checklists					
c. interview forms					
d. pre-post testing (please indicate test(s) used)					
e. testing with other comparison group(s); (please indicate test(s) and comparison group(s) test(s)					
comparison group(s)					
f. other (please indicate)					

2. As stated or implied in your objectives who were the recipients of the benefits provided by ECIA Chapter 2 funding? (Please check all that apply.)

	OBJECTIVES				
	1	2	3	4	5
a. students in general elementary school classes					
b. students in special subject matter elementary school classes (please indicate subject(s))					
c. students in secondary school classes (please indicate subject(s))					
d. special education students					
e. gifted students					
f. teachers					
g. librarians					
h. others (please specify)					

3. How long was the program in effect this school year when the final results were measured?

a. nine months or more					
b. six to eight months					
c. three to five months					
d. less than three months					

4. What effects were measured? (Please check all that apply.)

	OBJECTIVES				
	1	2	3	4	5
a. academic achievement (please indicate subject(s))					
b. interest (please indicate area)					
c. attitude (please indicate area)					
d. participation (please describe)					
e. use of equipment or supplies (please describe)					
f. other (please describe)					

5. What were the outcomes in terms of reaching the objectives?	OBJECTIVES				
	1	2	3	4	5
a. met objective completely					
b. met objective partially					
c. did not meet objective					
6. If objective was not reached, what do you see as possible reasons?					
a. materials did not arrive on time					
b. insufficient staff					
c. inadequate measures					
d. objective was too idealistic					
e. other (please specify)_____					

7. Comments